

Nonviolent Communication Experimental Project in Primary Schools

*This book is dedicated to the director, the teachers,
the parents and children of the primary schools of Barco, Corniano and Fossa;*

*this experience would not have taken place without their involvement, trust,
cooperation and support.*

*Also to Daniel Kropf, Miri Shapira and Jeremy Levy
from the Centre for Nonviolent Communication in Israel*

*who have allowed me to take part
in this enjoyable adventure.*

To Marshall Rosenberg

*because Nonviolent Communication
has taught me how to appreciate and enjoy more of life.*

INTRODUCTION

The purpose of this work is to introduce and discuss the results of an international project which has taken place, among many others, in three schools near Reggio Emilia, Italy.

The experiment has involved schools in Italy, Serbia, the Palestinian Authority and Israel; the aim was to improve the relationships among individuals within the schools, through the application of the Nonviolent Communication Model created by Professor Marshall B. Rosenberg.

This work will not explore the international context of the project, rather it will try to determine whether the application (teaching and learning) of the Nonviolent Communication Model has actually modified and improved communication patterns within the Italian schools and if so, to what extent.

This work is divided in two parts. The first is a brief introduction to the Nonviolent Communication Model created by Professor Marshall B. Rosenberg.

The second part is a discussion of the results of the research. The project has been carried out in the three primary schools in the Council of Montecchio, within the province of Reggio Emilia.

Part One

“Every moral judgement is an alienated expression of feelings and needs”
Marshall B. Rosenberg

1.1 Nonviolent Communication

The Nonviolent Communication (NVC) model - which is at the core of the present research - has been developed by Marshall B. Rosenberg, Ph.D, founder and Educational Director of the Center for Nonviolent Communication (CNVC).

My introduction, in the space of a few pages, will obviously fall short of the richness and complexity of the original model.

A student and assistant of Carl Rogers, Marshall B. Rosenberg is a keen scholar of contemporary epistemology, philosophy, psychology and linguistics. In his work he provides a successful example of how to connect science as methodology and science as praxis in order to bring about change in our daily lives. Nonviolent Communication is indeed a powerful tool for change, because it reflects through a simple model our mysterious complexity as human beings.

With the Nonviolent Communication model, Marshall B. Rosenberg explores his passion for human nature and his interest in the ways in which people communicate. Prof. Rosenberg is actively involved in promoting his work in many countries and in many different contexts, from situations where communication is difficult to actual conflicts and wars.

CNVC is an international non-profit organization that *portrays a world in which everybody's needs meet peacefully*. The aim of this organization is *to contribute to the development of this vision by living and teaching the Nonviolent Communication process, enabling people to relate to themselves and to others in an empathic way, sharing resources and resolving conflicts*. (CNVC, 1999)

NVC is a flexible model which can be widely applied to:

- < intra-personal relationships
- < interpersonal relationships
- < families, schools, organizations and institutions
- < therapy and counselling
- < diplomatic relationships, business relationships
- < conflicts of any kind

The CNVC, however, channels most of its energies to the educational field, in order to help young people increase their ability to enjoy differences, solve conflicts and settle arguments in a nonviolent way.

Since his first book “Mutual Education” (1972) and throughout his career as a scholar and a practitioner, Marshall Rosenberg has expressed a clear vision of what education should be. “[...] *We want every child to know the hidden, subtle, fundamental reason for which he was born a human being and not a chair*”- these are the powerful words (quoted from Herb Gardener) with which the book “Mutual Education” starts. “*Children spend at least 8 years of their life in school and we would like school to provide them with the personal integrity that they will need in order to act independently and responsibly*”.

Both teachers and students are part of the educational process: they differ in experience and knowledge but, as human beings, they share the same dignity and the same potential to “*make life wonderful for themselves and for others*” (Rosenberg).

The ideal school is therefore a community based on the mutual education of adults and children, on the dialogue and “dance” among its members (students, teachers and parents), a community where adults and students do not have power over each other but rather have power with each other.

The NVC model is a tool that helps people build a community where every person's values and needs are as important as everyone else's; mutual and compassionate listening creates a dialogue (a "dance") where people find creative solutions in order to meet everybody's needs and to respect every person's own set of values.

Such a community would allow school to become a place where *teaching is a pleasure and learning is a joy* (Sokol Green, 1007). The Nonviolent Communication model is also known as Empathic Communication and, in some contexts, as Giraffe Language, from one of the puppets that M. B. Rosenberg and his assistants sometimes use in role-play.

At the root of Rosenberg's model there is a simple principle: people are eager to communicate satisfactorily with themselves and with others, but are often unable to do so because they judge and classify themselves and others, thus fostering confusion and misunderstanding.

The way in which we talk to one another, the words we exchange, can lead to harmony or conflict, can unite us or divide us. There is a kind of communication that *builds walls, and one that opens windows among people* (Ruth Bebermeyer).

While studying which factors influence our ability to connect empathically with one another, I was struck by the fundamental role of language and the way in which we use words. I developed then a specific approach to communication (talking and listening) that allows us to give from the heart, to connect with ourselves and with others in a way that lets our natural empathy flow. I call this approach Nonviolent Communication and I use the term "nonviolence" to refer to our natural state of empathy where violence has given in to the heart. It is the same way in which Gandhi spoke of nonviolence. Even when we speak in a way that we do not call "violent", our words often hurt ourselves and others. (Rosenberg, 1999)

While studying what it is that leads us astray from our natural state of empathy, Prof. Rosenberg identified some specific forms of language and communication that contribute to our violent behavior. *I use the word "life-alienating communication" to describe this type of communication.* (Rosenberg, 1999)

One kind of life-alienating communication is the use of moral judgments that imply that those who do not comply with our values are wrong or bad. These judgments are exemplified by sentences such as: "The fact is, you are too strict", "She is unfair", "They are racist", "It is inappropriate". Blaming, insulting, humiliating, labelling, comparing and classifying are all forms of judgments.

Life-alienating communication forces us to live in a world full of judgments, of ideas on what is right and what is wrong; we use a language rich in words that classify and separate people and their actions. When we use this language, we judge others and their behavior and we worry about deciding who is good, who is bad, who is normal, who is not normal, who is responsible, irresponsible, mature, childish, smart, ignorant, etc. When we use this language, we think about what's "wrong" in the others because they do not behave in a certain way or what's "wrong" with us because we do not react in the way we would like to. We concentrate on blaming and finding out who is wrong rather than on trying to discover what is it that we need that we are not getting.

Another form of life-alienating communication is the denial of responsibility. Life-alienating communication clouds our awareness of the fact that everyone is responsible for his/her own thoughts, feelings and actions (Rosenberg, 1999). The use of expressions like "it has to be done" shows how this language conceals our responsibility for our own actions: "Some things have to be done, like it or not". Also the expression "it makes me feel", such as in the sentence "you make me feel guilty", helps us deny our responsibility for our own feelings and thoughts.

Once as I was working as a counsellor for a school council, a teacher said "I hate giving grades. I think they are useless and they just create anxiety for the students. But I have to do it: it's the school's policy." We had just been talking about how to introduce in the class a language that would promote everybody's awareness of the responsibility for their own actions, so I invited the teacher to translate the sentence "I have to do it: it's the school's policy" into the following: "I choose to give grades because I want..." She replied quickly "I choose to give grades because I want to keep my job!" Then she added "But I don't like to say it this way. I feel so responsible for my choices." "That's exactly why I want you to do it" I replied. (Rosenberg, 1999)

Another characteristic of the language that blocks empathy is the expression of one's wishes in terms of demands. A demand, whether implicit or explicit, is a threat to those to whom it is addressed, as they will be punished with guilt or other means if they don't comply with it.

Also the idea that some actions deserve reward while others deserve punishment is a form of life-alienating communication. This concept implies the "badness" of those who behave in some ways and requires them to be punished so that they will repent and change their behavior.

A person who works in education, Prof. Rosenberg says, should ask himself/herself two questions:

What do I want the child to do?

What do I want his/her reasons to be for doing what I am asking him/her to do?

When we ask the second question, we become aware of the fact that we do not want children to comply with our requests out of fear, shame, guilt, or because they are afraid of being punished. *I believe that it is in everybody's best interest that people change their behavior not in order to avoid punishment but because they see that they can benefit from that change* (Rosenberg, 1999).

Nonviolent Communication is more than a language, it is a way to communicate in which we choose to keep in touch with the life energy which flows within ourselves and within others; we choose to use a language (both verbal and non-verbal) which focusses our attention on observable facts, feelings, needs and requests.

The NVC model is both simple and complex: it is simple because it can be reduced to four basic steps, but its application to our daily lives can be complex, since our usual ways to communicate generally follow different patterns from the ones that the model suggests.

First, we observe what is really happening in a given situation: what other people are saying or doing that is enriching or not enriching our lives. The point is to put this observation into words without using judgments or evaluations - to just say what other people are doing that we like or don't like. We then state how we feel when we observe this action: are we hurt, scared, joyful, amused, annoyed, etc.? And thirdly, we state which the needs are underlying the feelings that we have just identified.

For example, a teacher could express to a student these three elements by saying: "Frankie, when I see your books on the floor, I feel annoyed because I need more order in the classroom". He or she would then immediately follow this with the fourth component - a specific request: "would you be willing to put them in your bag?"

This fourth component addresses what we want the other person to say or do in order to enrich or improve our life.

The first component of NVC is therefore the distinction between observation and evaluation. We need to observe clearly what we see, touch, hear that influences our wellbeing, without mixing in any evaluation. NVC does not require us to be completely objective and to abolish evaluations. It just asks us to keep our observations separate from our evaluations.

CNV is a process language that discourages the use of static generalizations: evaluations should instead be based on observations that are specific as to time and context. For instance: "Twice this week Julian has told me that he has not done his homework" rather than "Julian is lazy".

The second component of NVC is the expression of our feelings. Instead of simply saying that we are "fine" "bad" or "so-and-so", we learn how to identify and express the many strong and powerful emotions that we feel at any time. *The vocabulary of words that we can use in order to label people is often much bigger than the amount of words that we can use in order to describe our emotions clearly.* (Rosenberg, 1999)

The third component of the NVC model is the acceptance of what is at the root of our feelings. NVC makes us realize that what others say or do can be a stimulus but it is not the cause of our feelings. We can see that our

feelings are the output of our needs, values, expectations at a certain time, or of the way in which we choose to receive what others say or do. With the third component, we accept responsibility for the fact that at the root of our feelings is what we do, think, and desire.

The fourth and last component of NVC is the expression of a request: what we would like to ask of others in order to enrich our life. We follow the expression of what we observe, feel, need with a specific request of actions that we would like the other to take in order to fulfill our need. The challenge is: how can we formulate our requests so that the other person will be willing to answer empathically to our need?

First, let's say what we want rather than what we don't want. "How can you do a don't?" says a song written by my colleague Ruth Bebermeyer "all I know is that I won't when I am told to do a don't." We also want to avoid ambiguous, vague expressions and phrase our request in the form of a concrete action that the other person can undertake.

The message that we send isn't always the message that is received. In NVC, we check how the message has been received so that misunderstandings can be corrected.

Part of NVC teaches us how to express these four pieces of information, verbally or otherwise. The other side of NVC is to learn how to receive the same information from others. We connect to the other by perceiving what he/she observes, feels, needs and requests in order to improve his/her life.

If we focus our attention on these components and we help others to do the same, we build a stream of communication which lets empathy flow naturally: what I see, what I feel, what I need, what I request to make my life richer, what you see, what you feel, what you need, what you request to make your life richer...

When we start implementing this model we can appreciate that NVC does not stick to a fixed formula, but it adapts to different situations and different personal and cultural contexts.

For practical reasons, I refer to NVC as a "process" or "language", but we can express all the four components of the model without uttering one single word. The essence of NVC is in our awareness of these four components, not in the words that are exchanged. (Rosenberg, 1999)

NVC encourages us to look out for what other people observe, feel, need and request, instead of interpreting their words as attacks, criticisms, judgments or demands.

We call this part of the process "receiving with empathy". Empathy is a respectful understanding of others. *The Chinese philosopher Chuang-Tzu stated that empathy requires us to listen with our whole being: "The listening that is just in the ears is one thing. The listening of understanding is another thing. The listening of the spirit is not limited to any faculty, whether ears or mind. It requires all the faculties to be empty. When the faculties are empty, the whole being is listening. You can then grasp what is directly in front of you, which cannot be heard with the ears or understood with the mind."* (Rosenberg, 1999)

When we relate to others, empathy can take place only once we have freed ourselves from all the judgments and preconceived ideas that we have about them.

The philosopher Martin Buber (1970) describes the quality of this empathic presence as follows: *"Every situation in life has, like a newborn child, a new face that has never been seen before and will never come again. It requires a reaction that cannot be prepared in advance. It doesn't ask anything about the past. It asks for presence, responsibility: it asks for yourself."* (Rosenberg)

We often find ourselves in situations where we think we are giving empathy, but in fact we are giving advice, assurances or explanations.

On the contrary, empathy asks us to concentrate all of our attention on the other person's message. We give the other the space he/she needs in order to express him/herself and feel understood.

The quality of this presence allows us to distinguish empathy from intellectual comprehension and from sympathy.

Even though sometimes we choose to sympathize with others by feeling what they feel, it is important to be aware of the fact that, when we sympathize, we are not giving empathy.

Though NVC, besides the words that people use, we listen for their observations, their feelings, their needs and what they request in order to enrich their lives.

We stay with the empathy, allowing the other to express him/herself completely before we turn our attention to the solution or to the request.

Rosenberg says that in order to give empathy we need empathy. When we realize we are being defensive or we cannot empathize, then we can: a) *stop, breathe, give ourselves empathy* or b) *scream nonviolently* or c) *take a "time out"*. (Rosenberg, 1999).

The Nonviolent Communication model

<i>Express myself honestly without blaming or criticizing</i>	<i>Receiving yourself empathically without hearing blame or criticism</i>
<p>1. The concrete actions that I observe (see, hear, remember, imagine) that contribute (or do not contribute) to my wellbeing: "When I (see, hear...)"</p> <p>2. How I feel with regard to these actions: "I feel..."</p> <p>3. The life energy in the form of needs, values, desires, expectations or thoughts that are causing my feelings: "because I need..." Requesting clearly what might enrich my life, without demanding it:</p> <p>4. The concrete actions that I would like to be undertaken: "and I would like you...."</p>	<p>1. The concrete actions that you observe (see, hear, remember, imagine) that contribute (or do not contribute) to your wellbeing: "When you (see, hear)..."</p> <p>2. How you feel with regard to these actions: "You feel..."</p> <p>3. The life energy in the form of needs, values, desires, expectations or thoughts that are causing your feelings: "because you need..." Requesting clearly what might enrich your life, without demanding it:</p> <p>4. The concrete actions that you would like to be undertaken: "and you would like me...."</p> <p style="text-align: right;">Marshall B. Rosenberg</p>

Through this short introduction, I hope I have managed to give you a taste for the extraordinary potential of this Communication Model, especially in relation to its relevance for the educational field.

Part Two

2.1 The research

From March 1998 to June 1999, the primary school of Bibbiano (which is divided into three different “districts”: Barco, Corniano and Fossa), under the School Council of Montecchio, has been involved in an international experimental educational project, of which 80% was financed through a European Community grant and 20% through local fundraising.

The aim of this project was to improve the relationships among all those involved in the school community, thus creating a more satisfactory climate within the school. This result was to be reached through the Nonviolent Communication model created by Professor Marshall B. Rosenberg, which was to be taught to teachers, students and parents in the Italian, Serbian, Palestinian and Israeli schools involved.

The Italian school has joined the project much later than those in the other countries, therefore the project has taken place in the course of only one year instead of two as originally planned. Considering the entity of the innovations introduced within the school, a time frame of at least two years would certainly have allowed us to achieve more significant results.

The presence of many complex social and relational variables suggests that we are cautious in drawing results from the analysis and that we focus on a qualitative examination of the data, because the topics treated are not easily interpreted in terms of cause-effect relationships. The school community provides a complex context where it is very difficult to control all the possible variables involved - this would require a long and complex research work which I am sure will be developed in future.

Being aware of these limitations, I have however carried out a statistical-inferential analysis which has led me to achieve some interesting results.

This research - about the effects of the Nonviolent Communication model of Marshall Rosenberg within the school context - is the first of its kind to be carried out in Italy and, to my knowledge, anywhere else in the world. Therefore I have not been able to provide comparisons with other similar experiments. This work, with all its limitations, is a pioneering research and a starting point for future studies. For all these reasons, some methodological tools have been changed during the work and will be changed in future in order to improve the analysis.

2.1.1. The people involved

Several groups of people have been involved:

Teachers: the school principal and 28 teachers, therefore 29 individuals

Parents: 438 individuals

Children: 219 individuals

For the part of the research dealing with the students, we used a “control group” of 102 children. The “control group” belonged to another primary school within the same school council, Montecchio (therefore, these children had the same social and cultural background as the others) which was not involved in the project for reasons independent of the school itself.

2.1.2 Tools and methodology

The research tools that have been used varied according to the parties involved and were the following:

Adults: teachers and parents were given a questionnaire which they answered twice, before and after the project (end of March 1998-June 1999). The questionnaire - inclusive of 26 items, Likert scale 5 points - was based on the one used in the other countries, but was slightly modified in order to take into account the local

social and educational background. The questionnaire had the same structure and focus for parents and teachers, although the questions were differently put in order to take into consideration their different perspective on the school life. (Attachment 1)

Children: all the children of the school involved (from the second to the fifth class) and the children of the control group were presented with two open questions:

— “Write all the words that spring to your mind when you think of the word ‘conflict’” (Dudley, Johnson D. And Johnson R., 1996)

— “Describe those situations in the classroom that you find unpleasant”.

These same questions were presented twice, in October 1998 and in May 1999.

Mediators: the conflict mediators were presented three times with two questionnaires during the period November 1998-June 1999 (before, during and after the training) in order to check their learning of the model. The three groups of mediators (whose appointment will be described later) were given a specific intensive training in Nonviolent Communication; the purpose was to train some children that could support their schoolmates and their teachers in the learning and in the application of NVC.

The **school principal** and the **teachers** were also presented with two questionnaires (the same ones that were given to the mediators) at the end of the project in order to check their understanding of the model.

The **teachers**, during the period December 1998-June 1999, filled in a monthly report (the first week of each month) describing the conflicts taking place in the class, their character and their resolution (violent or nonviolent). (Attachment 3)

2.1.3 Teaching the Model

The Nonviolent Communication model was introduced through theoretical explanation, role-play, exercise, discussion and tests. Although all the groups were presented with the same main topics, the situations on which they worked changed according to their age and their interests. Also the numbers of hours of training that were given varied widely for the different groups.

The teachers had a privileged position within the project. They were the first to start their training, in March 1998. We relied on their help in order to teach the model to their students and they were asked to do so starting from October 1998, after they had themselves gained sufficient clarity on the model. The teachers received 59 hours of collective training (where the school principal and the teachers all attended together) and 25 hours of training in small groups (attended by the teachers involved and by the school principal)

Mediators: we organized three groups of mediators, one for each school district. Each class elected or chose 2-3 voluntary representatives among their classmates who went on to be trained as mediators. Two groups were formed by children from the first to the fifth level, one group included only children from the second to the fifth level. Each group of mediators received an average 16,38 hours of training in the period November 1998-April 1999.

Parents: each of the three groups of parents received 8,50 hours of training.

Each class (14 classes altogether) attended 1,25 hours of training in the final part of the school year. During these sessions, children and teachers applied the model to situations taken from daily school life.

2.1.4 Analysis of the data

The data gathered during this research have been analyzed in qualitative-descriptive terms, in order to provide a description of the variables involved. When possible, quantitative analyses have been carried out in order to determine whether significant variations of the phenomena under scrutiny have taken place during a period of

time thanks to the experimental manipulation of the independent variables (the Nonviolent Communication training).

The analyses were carried out using the statistical software SPSS 6.0. For the quantitative part, we relied on the following tests:

In Chapter 2.2 - The school climate - Adults:

- T-test for dependent samples, in order to compare variations between
 - the first and the second rounds of tests for the parents
 - the first and the second rounds of tests for teachers
- T-test for independent samples, in order to compare variations among teachers and parents

In Chapter 2.3.1 - Unpleasant situations in the classroom:

- T-test for dependent samples, in order to compare variations between
 - the first and the second rounds of tests for the children involved in the experiment
 - the first and the second rounds of tests for the control group
- T-test for independent samples, in order to compare variations among experimental and control group.

2.2 The school climate - Adults

The adults: teachers' and parents' responses before and after the training

I will now draw on the analysis of the answers given by parents and teachers at the beginning and at the end of the project. A comparison between these answers will show whether the training has fostered some changes and, if so, the nature and the extent of these changes.

The following table shows how many questionnaires have been filled in and returned after the first (March 1998) and the second (June 1999) rounds of tests:

School District:	Parents		Teachers	
	1st round	2nd round	1st round	2nd round
Barco	64	49	14	16
Corniano	102	70	14	16
Fossa	51	57	14	12
Total	217	176	28	28

The items in the questionnaire were developed around the following topics:

1. the school's environment: the importance of the school's exterior appearance and its respect
2. the school's behavioral rules: are they known and respected?
3. relationships among children
4. the ability to give empathy
5. personal values
6. child-teacher relationship
7. parent-teacher relationship
8. is the parent-teacher relationship satisfactory?

For each individual item on the questionnaire, the variations between the answers in the first and in the second rounds have been examined thoroughly. The analysis is both statistical (comparison between the average scores in the first and in the second rounds) and qualitative-descriptive, where the frequencies of positive ("often", "very often", "most of the times") and negative ("generally not", "seldom") answers in the two rounds have been examined.

Through these questionnaires we have been able to "picture" the school climate at different moments in time and the statistical analysis has given evidence of significant variations between the two rounds of questionnaires, as you can see from the table below.

In the following pages I will describe the results of the research for each one of the 26 items in the questionnaire. Only where significant results have emerged I have enclosed descriptions of the statistical analyses.

Results

Topic	Item #	Teachers			Parents		
		1st round	2nd round	P	1st round	2nd round	P
1	Item 01	2.42	2.74	.488	2.68	2.68	.966
1	Item 02	3.71	3.67	.905	3.59	3.43	.254
2	Item 03	3.68	4.18	.176	4.17	3.90	.021
2	Item 04	2.78	3.13	.103	3.80	3.62	.159
2	Item 05	3.62	3.76	.666	3.41	3.65	.081
2	Item 06	2.65	2.75	.694	3.37	3.16	.092
3	Item 07	2.74	2.22	.049	2.29	2.29	.955
3	Item 08	1.48	1.26	.135	1.45	1.46	.945
3	Item 09	2.78	2.57	.233	2.73	3.00	.035

3	Item 10	2.70	2.30	.163	2.09	2.23	.305
3	Item 11	2.15	1.80	.217	1.54	1.61	.482
3	Item 12	2.59	2.64	.866	2.24	2.34	.461
3	Item 13	1.61	1.91	.069	2.05	2.01	.730
3	Item 14	1.68	1.91	.204	2.15	2.13	.873
4	Item 15	3.13	3.61	.045	3.56	3.59	.791
4	Item 16	3.87	3.65	.512	3.56	3.77	.087
5	Item 17	2.28	2.22	.868	3.98	3.78	.124
5	Item 18	4.17	4.30	.575	3.72	3.53	.166
6	Item 19	3.05	2.65	.248	2.43	2.36	.655
6	Item 20	3.70	3.20	.268	3.16	3.08	.629
6	Item 21	3.48	3.70	.396	3.49	3.48	.959
7	Item 22	3.15	3.30	.697	3.49	3.52	.808
7	Item 23	3.36	3.55	.550	3.75	3.78	.841
7	Item 24	2.41	2.72	.272	3.16	3.12	.811
8	Item 25	2.70	3.15	.259	3.79	3.73	.728
8	Item 26	2.94	2.71	.450	4.10	3.89	.111

2.3 The school climate - Children

The results of the research carried out among the pupils of the schools of Barco, Corniano, Fossa (the subject of the experiment) and Montecchio (the control group) are presented:

In the first part, we consider the “unpleasant situations” that, according to the children, take place in the classroom (attachment 4);

For both of these topics we compare the students’ answers before and after the NVC training.

In order to grasp the meaning that the children attribute to the word “conflict” and find out the unpleasant situations that occur in the classroom, the children were presented with the same two questions before and after the training. A control group was chosen among the pupils of the primary school of Montecchio.

The total number of questionnaires that were filled in and returned is 511:

181 (35.4%) in the first round

77 (15.1%) for the control group in the first round

181 (35.4%) in the second round

72 (14.1%) for the control group in the second round

These figures show that the questionnaires are representative of the general perceptions of the children in their classes.

A third parameter was used in order to investigate these topics: the records kept by the teachers detailing the conflicts taking place in each classroom and the way in which each of them was dealt with.

2.3.1 Unpleasant situations in the classroom

Children were asked to write a reply to the following question: “Which situations taking place in your classroom do you find unpleasant?” The answers were classified according to the kinds of situations that the children reported. We identified, therefore, 12 categories of unpleasant situations:

1. Lack of respect among children
2. Lack of cooperation among children
3. Unsuccessful attempts at conflict mediation
4. Unpleasantness among children in general
5. Lack of respect for the school’s behavioral rules
6. Relationship with the teacher
7. Care for one’s own property
8. Lack of respect for others’ property
9. Lack of respect for the school’s property
10. Education and achievement

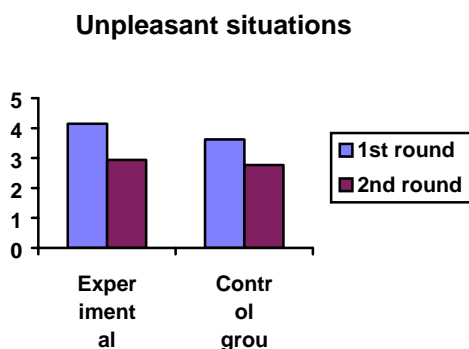
11. Unpleasant feelings and emotions

12. The school's structure and organization

A first analysis of the data has revealed that, for both the experimental and the control group, the number of unpleasant situations reported by the children has decreased in the second round of questionnaires.

The two groups of children however were not homogeneous and therefore it has not been possible to draw any significant results from a combined analysis of all the unpleasant situations reported. We could only study each of the 12 categories above individually and try to find out which ones have had significant variations after the NVC training. The statistical analysis of the data has allowed us to say that some of these variations were actually due to the NVC training, while for other variations we could not find statistical evidence of a link to the NVC training.

	1st round of questionnaires	2nd round of questionnaires	t-test	Significance
Experimental group	4.15	2.94	5.67	.000
Control Group	3.62	2.77	2.45	.017



The detailed analysis of each individual category showed that: for the experimental group, significant variations in the average scores before and after the experiment took place for 5 categories out of 12; for the control group, no significant variations emerged.

	Experimental group			
	1st round	2nd round	t-test	significance
respect	1.48	1.28	1.58	.115
cooperation	.76	.60	2.20	.029
attempts at mediation	.06	.03	1.04	.298
unpleasantness- general	.18	.17	0.23	.817

respect for rules	.40	.20	2.55	.012
relationship with teacher	.58	.21	4.55	.000
care for own property	.05	.00	2.77	.006
care for others' property	.42	.27	1.38	.171
care for school property	.02	.05	-0.94	.347
education/achievement	.35	.19	2.47	.014
unpleasant feelings	.14	.15	-0.21	.834
structure/organization	.02	.00	1.27	.207

	Control group			
	1st round	2nd round	t-test	significance
respect	.90	.66	1.45	.151
cooperation	.45	.55	-0.81	.422
attempts at mediation	.01	.03	-0.57	.567
unpleasantness- general	.18	.26	.39	.698
respect for rules	.37	.29	.68	.498
relationship with teacher	.57	.79	-1.61	.113
care for own property	.00	.00	-	-
care for others' property	.04	.13	-1.27	.209
care for school property	.10	.00	1.67	.103
education/achievement	.40	.60	-1.38	.175
unpleasant feelings	.29	.10	1.35	.186
structure/organization	.07	.02	.81	.421

Cooperation among children

In the experimental group, the number of unpleasant situations reported within this category decreases sensibly, as shown by the analysis of the data.

1st round: average = 0.75

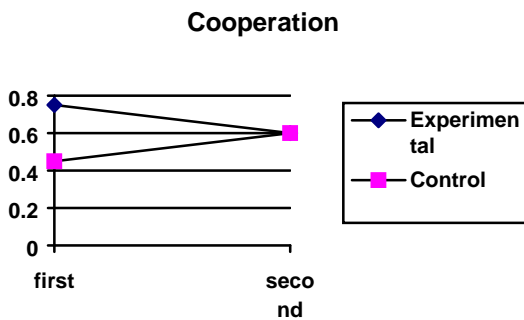
2nd round average = 0.60

T-test = 2.20

P.05

On the other hand, in the control group the number of unpleasant situations occurring within the same category increases, although not significantly.

The two groups, as shown in the chart below, are significantly different before the experiment (t-test = 2.73, $P < 0.01$) but this difference becomes non-significant after the experiment. Since the groups are not homogeneous before the experiment, we cannot deduct that the reduction in the number of unpleasant situations for the experimental group is due to the learning of the Giraffe Language, although it seems a reasonable explanation.



The respect for behavioral rules

The unpleasant situations due to the lack of respect for behavioral rules decrease in the experimental group after the training:

1st round: average = 0.40

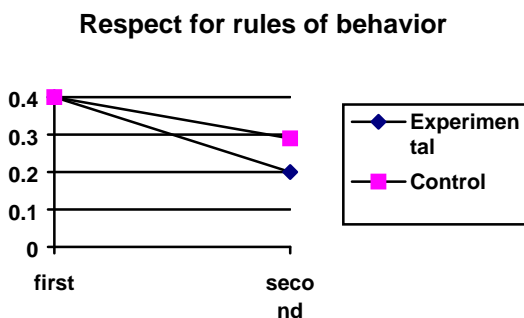
2nd round: average = 0.20

T-test = 2.25

P.05

In the control group, there is a non-significant reduction in the number of unpleasant situations falling within the same category.

From the graph we can see that the two groups are homogeneous before the experiment: we can say, therefore, that the reduction in the number of unpleasant situations due to lack of respect for behavioral rules in the experimental group is due to our independent variable, the teaching of the Giraffe Language.



The relationship with the teacher

The number of unpleasant situations arising from problems with the teacher decreases greatly in the experimental group after the training:

1st round: average = 0.56

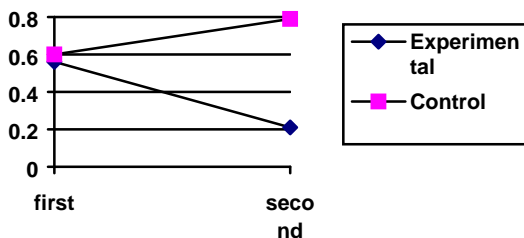
2nd round average = 0.21

T-test = 4.55

P.001

The same variable increases non significantly in the control group. The chart shows that the two groups are homogeneous before the experiment and that the average scores move in opposite directions after the training. We can say, therefore, that for the experimental group the reduction in the number of unpleasant situations due to a problem relationship with the teacher is due to our independent variable, the teaching of the Giraffe Language.

Relationship with the teacher



Care for own property

This category of unpleasant situations occurs very infrequently. The analysis of the data shows a significant reduction in the number of these situations for the experimental group:

1st round: average = 0.05

2nd round average = 0.00

T-test = 2.77

P.01

Nobody in the control group reported any situation of this kind, neither before nor after the experiment. Although the groups appear homogeneous before the experiment, it is nonetheless very difficult to explain these results. Since the average score was very low before the experiment, its reduction after the experiment could be due to other variables than our independent variable (Giraffe Language).

Education and achievement

In the experimental group, there is a decrease in the number of unpleasant situations due to the school's educational programs, while in the control group the same situations increase non significantly.

1st round: average = 0.35

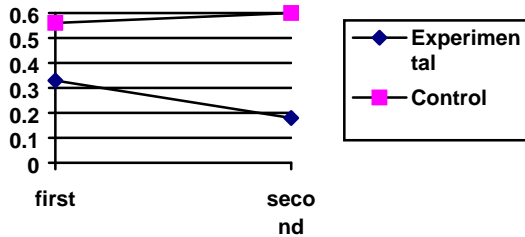
2nd round average = 0.19

T-test = 2.47

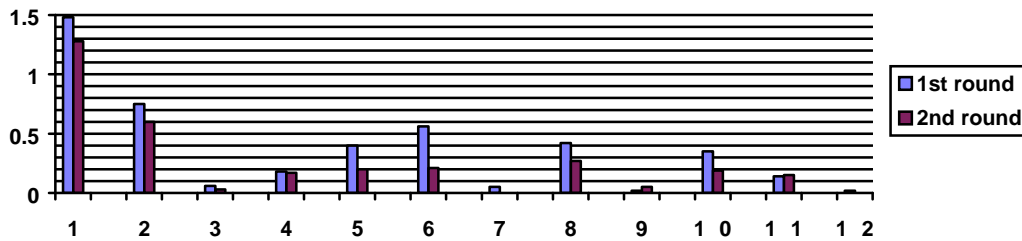
P.05

We can see from the chart below that the two groups are not homogeneous before the experiment (t-test=2.16, P<.05). However, since the average scores of the two groups have opposite trends and the reduction in the experimental group is very significant, we can say that this reduction is due to our independent variable, the fact that the children in the experimental group have received Nonviolent Communication training.

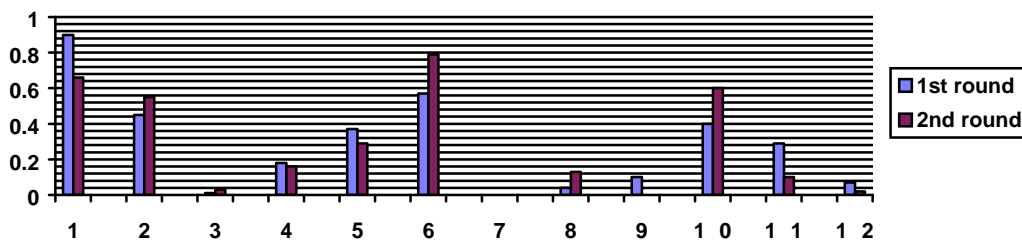
Education and achievement



Experimental group



Control group



2.3.3 Interpersonal

conflicts and conflict resolution processes

In the period December 1998-June 1999, during the first week of each month, all the teachers involved in the project wrote a report describing the conflicts that had taken place among their students.

The teachers were asked to fill in a form (see attachment #3) on which they had to:

- < report each conflict
- < describe the nature of conflict, choosing among the following alternatives:

1. nonviolent (mediation)
2. nonviolent (discussion)
3. verbally violent
4. physically violent
5. withdrawal

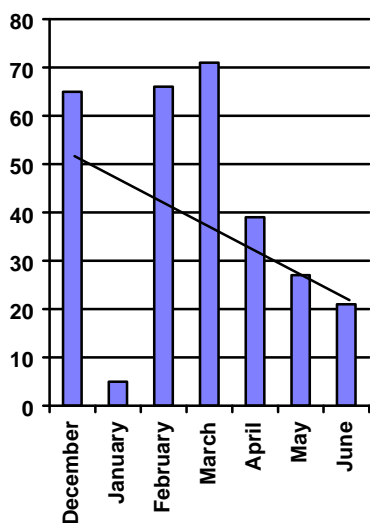
< describe the process of conflict resolution, whether violent or nonviolent.

The following table shows the amount of conflicts that were reported and the resolution processes that were used in each case.

	Conflict resolution processes					Total
	Violent		Nonviolent		Withdrawal	
	Physical	Verbal	Mediation	Discussion	Withdrawal	
December	15	18	8	13	11	65
January	2	1	0	1	1	5
February	16	20	10	15	5	66
March	11	15	24	16	5	71
April	5	9	13	10	2	39
May	3	8	10	5	1	27
June	7	8	10	5	1	31
Total	59	79	75	65	26	

We can clearly see a progressive reduction in the number of conflicts reported by the teachers (the number of conflicts reported in the four weeks up to the first week of January is very low, this is probably due to the Christmas holidays).

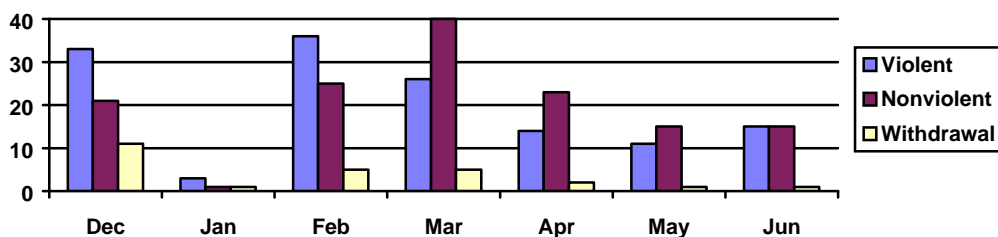
Recorded conflicts



	Violent				Nonviolent				Withdrawal				TOT	TP
	Tot	%	TP	%TP	Tot	%	TP	%TP	Tot	%	TP	%TP		
Dec	33	50.8	33	50.8	21	32.3	21	32.3	11	16.9	11	16.9	65	65
Jan	3	60.0	36	51.4	1	20.0	22	31.4	1	20.0	12	17.1	5	70
Feb	36	54.5	72	52.9	25	37.9	47	34.6	5	7.6	17	12.5	66	136
Mar	26	36.6	98	47.3	40	56.3	87	42.0	5	7.0	22	10.6	71	207
Apr	14	35.9	112	45.5	23	59.0	110	44.7	2	5.1	24	9.8	39	246
May	11	40.7	123	45.1	15	55.6	125	45.8	1	3.7	25	9.2	27	273
Jun	15	48.4	136	45.4	15	48.4	140	46.1	1	3.2	26	8.6	31	304

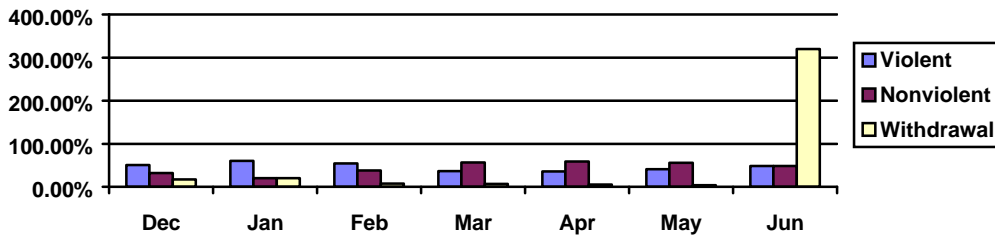
From a detailed study of the data (lightly shaded columns) we can also see a reduction in the number of violent conflicts and in the number of withdrawals as well as an increase in the number of nonviolent resolution processes.

Conflict Resolution processes



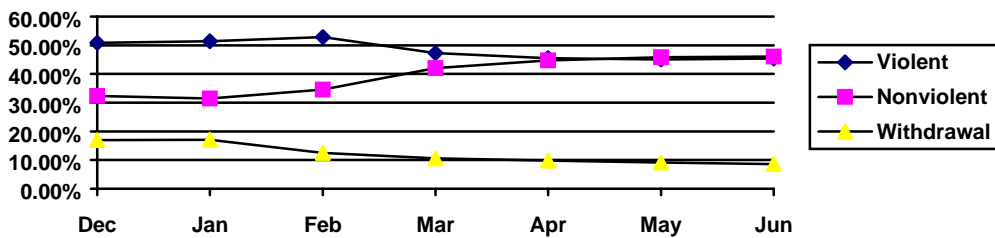
If we undertake the same analysis in percentual terms (darkly shaded columns in the table) we can appreciate that the proportion of nonviolent resolution alternatives increases while the proportion of violent alternatives and the proportion of withdrawals decrease.

Conflict resolution processes - percentages



This phenomenon is clearly visible in the following chart, which reports the proportions of nonviolent resolution processes, violent resolution processes and withdrawals against the total number of conflicts taking place in the school. We can see that the proportion of nonviolent resolution processes increases over time while the other alternatives decrease.

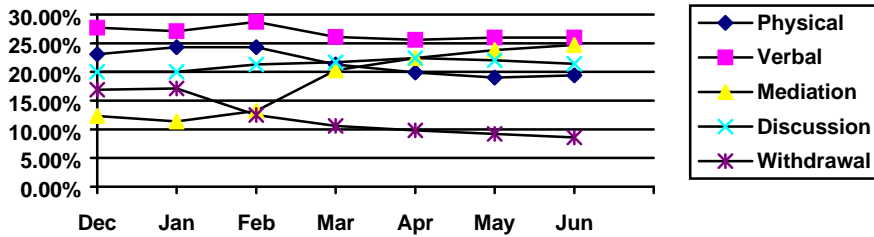
Progressive % totals



The following table and chart show a more in-depth insight into this trend. The increasing number of nonviolent choices is mostly due to mediation efforts, while the decreasing number of violent conflicts is due to a reduction in both verbal and physical violence.

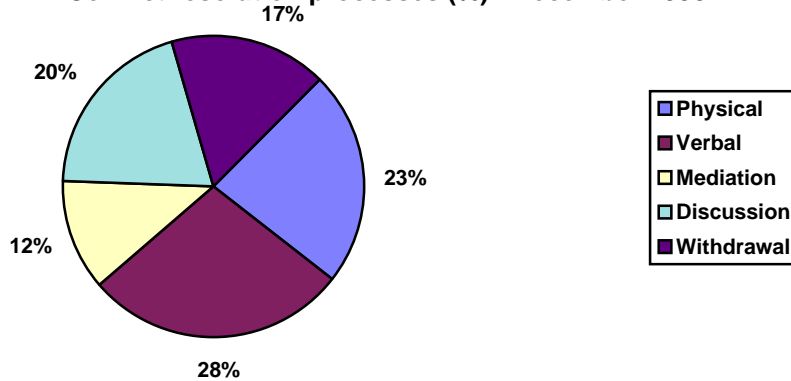
	Physical	Verbal	Mediation	Discussion	Withdrawal
Dec	23.1%	27.7%	12.3%	20%	16.9%
Jan	24.3%	27.1%	11.4%	20%	17.1%
Feb	24.3%	28.7%	13.2%	21.3%	12.5%
Mar	21.3%	26.1%	20.3%	21.7%	10.6%
Apr	19.9%	25.5%	22.4%	22.4%	9.8%
May	19.0%	26.0%	23.8%	22%	9.2%
Jun	19.4%	26.0%	24.7%	21.4	8.6

Conflict resolution processes - progressive proportions

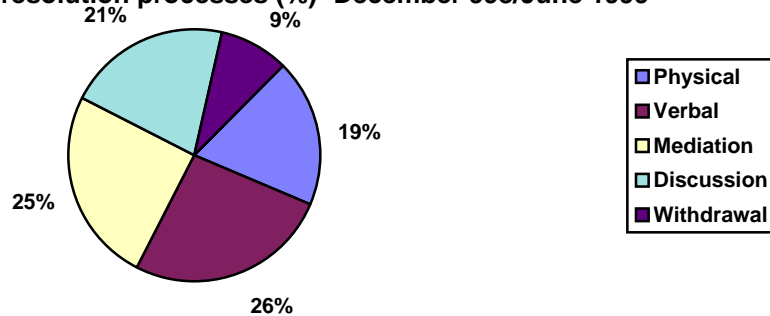


The following graphs show how the number of conflicts solved with mediation has practically doubled over the period January-June 1999 (December 1998:12%, December 1998-June 1999: 25%).

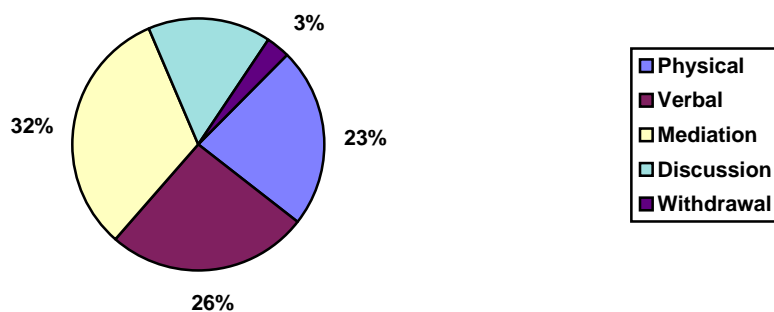
Conflict resolution processes (%) - December 1998



Conflict resolution processes (%) -December 998/June 1999



Conflict resolution processes (%) -June 1999



In June 1999, most of the conflicts are resolved with mediation efforts on the children's part (32%).

Since we did not rely on a control group for this part of the experiment, we cannot say whether these changes were due to the Nonviolent Communication training or not. However, many clues lead us to think that Nonviolent Communication played an important part in defining this trend:

- < the reduction in the overall number of conflicts
- < the reduction in the number of conflicts solved through violence
- < the increasing proportion of conflicts solved through nonviolent processes
- < the decreasing proportion of conflicts solved through violence or withdrawal
- < the strong increase in the proportion of conflicts solved through mediation efforts.

2.4 Learning the Giraffe Language

2.4.1. The children

The students-conflict mediators and the teachers involved in the project were presented with questionnaires in order to test their knowledge of the Giraffe Language.

The students-mediators were presented with the same two questionnaires three times

- < one questionnaire aimed at revealing how the child expresses him/herself in conflict situations
- < the other concerned the "receiving" or the "listening" process.

The questionnaires were distributed among the students on three occasions: the first round (version 1) at the beginning of the training (November 1998), the second round (version 1) at the end of the training (April 1999), the third round (version 2) at the end of May/beginning of June 1999.

The results of the first and second rounds of questionnaires were compared with each other, while the results of the third were used to make a comparison between the answers given by the children and those given by the teachers.

	Barco	Corniano	Fossa	Total
1st round	13	11	12	36
2nd round	12	11	12	35
3rd round	12	11	11	34

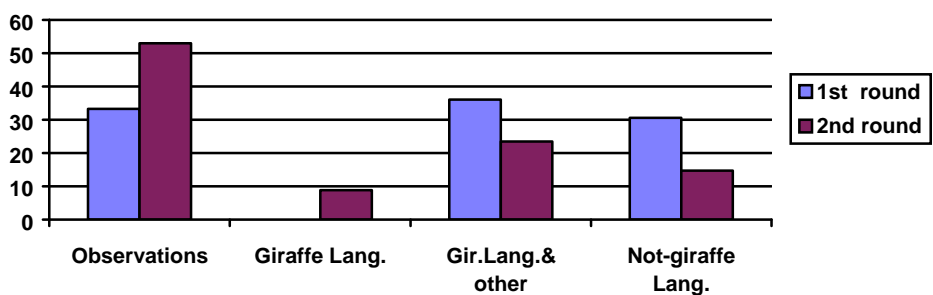
Each class had two or three mediators. There were more female mediators (55.2%) than male mediators (44.8%); all the classes of the third and fourth level in the Barco school only had female mediators.

Expressing oneself in “Giraffe Language”

The questionnaire comprised just two questions:

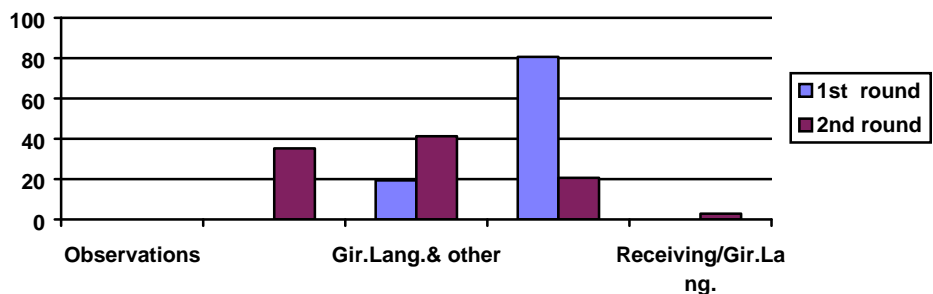
1. “write what someone said or did that you found difficult to deal with”
2. “write what you would honestly reply to him/her”

Question 1



The most important result that we can draw from an analysis of the answers given to question 1 is that after the training children use more “observations” to describe difficult situations. The first component of the Giraffe Language is used with more frequency.

Question 2



The second question concerned the reaction children would have in a difficult situation. While before the training the proportion of children who did not use Giraffe Language was 80.6%, after the training the proportion decreases to 20.6%.

In the third round, “observations” are more widely used in order to describe difficult situations; there is therefore a larger use of a component of the giraffe language (+19.7% in the second round, +24.4% in the third).

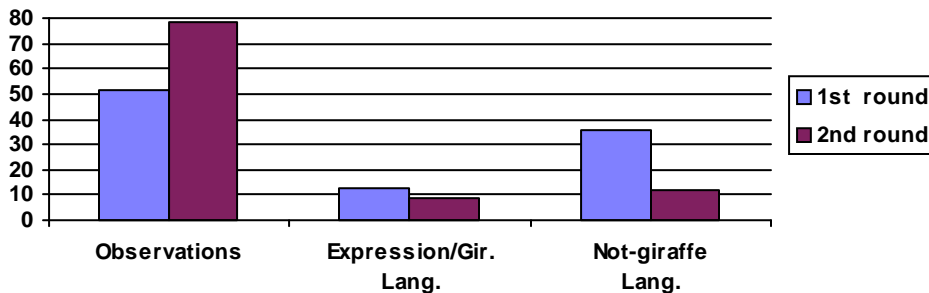
The “receiving” or “listening” process

The questionnaires included just two questions:

1. “Write what someone said to which you found difficult to reply with compassion”
2. “Write what you would reply in order to show your understanding”

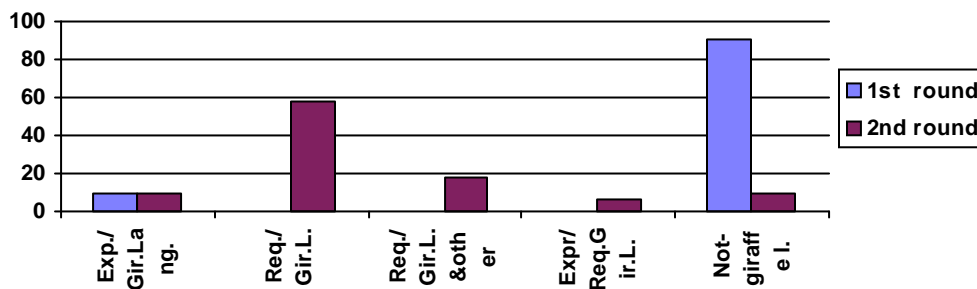
After the training, the use of observations in order to describe “what someone said to which you found difficult to reply with compassion” increases - from 51.6% in the first round to 78.8% in the second round.

Question 1



With regard to Question 2, we can see from the chart below that while 90.3% of the children did not use Giraffe Language before the training, only 9% do not use it after the training.

Question 2



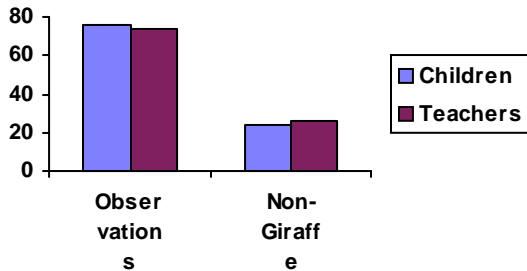
2.4.2 Comparison Children/Teachers

The teachers were presented with two questionnaires in May/June 1999; at the same time the mediators received their third round of questionnaires. Both groups were presented with version 2 of the questionnaires (see attachment). This allowed us to compare, one month after the end of the training, how well the two groups learned the Giraffe Language.

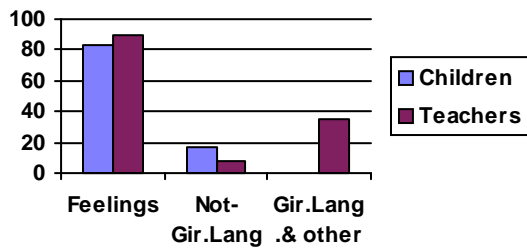
Expressing oneself in "Giraffe Language"

As we can appreciate from the charts below, the level of understanding on the children's part is more or less equal to that of the teachers. It is interesting to remember that each teacher received 61 hours of training while each mediator was trained on average for only 16.38 hours.

"When I observe (see, hear)..."



"I feel...."



"because I need...."

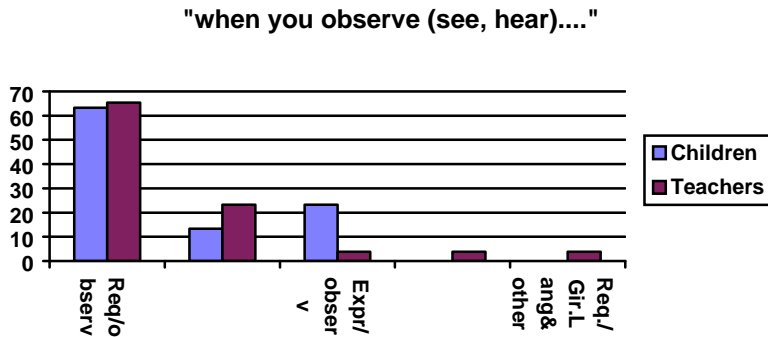


"and now I would like you to...."



The “receiving” or “listening” process

The two groups seem to have reached a similar level of understanding also for the receiving process, especially when dealing with feelings and observations. Adults appear more confident in expressing their needs, while children are better able to express the actions they would like to see undertaken.



2.5 Conclusion

2.5.1 The school's climate: adults

We now take into account the questionnaires that were given out at the beginning and at the end of the project with the purpose to test the adults' perceptions of the school's climate. The qualitative analysis of the data has given us precious information about the parents' and the teachers' perceptions. The statistical analysis has highlighted the areas where the NVC training has allowed an improvement in the relational climate within the school community.

For **Topic 1**: “The importance of the school's exterior appearance and its respect” no significant statistical variations have emerged, however the qualitative analysis of the data has shown that after the experiment most of the adults think that the children pay more attention to the school's appearance (item 1) (+5.3% for the parents and +12.8% for the teachers). Most of the adults think that the children show care for the drawings and posters hanging on the school's walls (item 2).

For **Topic 2**: “the school's behavioral rules: are they known and respected?” we see that most adults agree on the opinion that children get to school on time (89.50% of the parents and 96.30% of the teachers) (item 3). After the NVC training the teachers think that the children's timing has improved (+14.8%, although it is not statistically significant) while the parents think that the children's punctuality has diminished (and this difference is statistically significant).

“Children follow the school's regulations” (item 4): here we see that the teachers' and parents' opinions differ significantly. After the experiment, the adults' opinions converge, and most of them think that the children follow the school's regulations (teachers 85.10%, parents 86.3%): anyway, while the teachers think that the children's behavior has improved, the parents think that their children comply less to the school's regulations.

Children are familiar with behavioral codes in the classroom (item 5). Teachers and parents alike think that this familiarity has improved after the NVC training, although the increase is not statistically significant.

Most adults think that “children comply with rules of behavior in the classroom” (item 6). The statistical analysis, anyhow, suggests a significant discrepancy between parents and teachers: the proportion of parents

that think that children comply with the rules is bigger than that of the teachers, however the teachers report an improvement in the children's behavior after the NVC experiment has taken place.

For **Topic 3**: "the relationships among children", the data appear quite comforting. Parents and teachers think that children seldomly hit one another (item 7). After the NVC training, the teachers think that this phenomenon has decreased significantly, while the parents do not perceive any variations.

Children do not seem to be stealing from each other in this school (item 8). Teachers report an improvement after the NVC experiment while parents do not perceive any difference.

Differences in opinions among children very seldomly lead to verbal violence (item 10). Teachers report a further improvement after the NVC experiment.

Even less frequently differences in opinions lead to physical violence among children (item 11). Here too the teachers report a further improvement.

On the other hand, children tend to use improper language much more often than the adults would like (item 9). According to the teachers the children have improved their language after the NVC training, while the parents think that the use of improper language has increased significantly.

Moreover, when they are angry children resort to swearing (item 12) much more often than the adults would like them to do, with a slight increase of this behavior after the NVC experiment.

The intervention of an adult is still necessary for a child to apologize to a schoolmate, both in case of verbal violence (item 14) and of physical violence (item 13).

From the analysis of **Topic 4**, "the ability to give empathy", the data are very encouraging. After the experiment has taken place, children help each other more (item 15). This improvement is quite small for the parents, but it is indeed significant for the teachers. Parents and teachers alike think that children can easily find help at school when they need it (item 16).

For **Topic 5**, "personal values", we can see immediately that the school community pays attention to the relationships among children (item 18), according to both parents and teachers. The teachers think that this is even more so after the NVC training.

The analysis of item 17 brings about a strong discrepancy among parents and teachers. While most of the parents think that the school's objective is to accomplish educational results, most of the teachers disagree with this view. Both groups maintain their positions after the NVC experiment, although the proportion of parents who support the former opinion decreases.

For **Topic 6** ("the child-teacher relationship") we can see that, according to the adults, the kids generally seek the adults' help when they need to solve a conflict (item 21). This phenomenon, encouragingly, seems to decrease slightly after the experiment, according to both teachers and parents.

The adults also agree on the fact that children are comfortable with asking for explanations when they do not understand something (item 20).

On the other hand, teachers and parents disagree (although not significantly) on the fact that when children have problems at home they consult with the teacher (item 19). The teachers think that this happens more frequently than what the parents think, and this confidence in the teacher increases after the NVC training.

Considering **Topic 7**, "the parent-teacher relationship", we can see that parents are actively involved in the school's activities (item 22) and their involvement, according to both parents and teachers, increases after the NVC training.

The parents often talk to the teachers about their own children's progress (item 23) and this kind of communication becomes more frequent after the NVC experiment, according to both parents and teachers.

Less frequent is the communication about the general progress of the class (item 24), however the teachers see an improvement in this kind of communication after the NVC training.

For **Topic 8**, “is the parent-teacher relationship satisfactory?”, we can see that parents and teachers appear to be quite satisfied with each other, although significant differences have emerged between the two groups. The teachers are less satisfied with their relationship with the parents than the parents think (item 25) however there is an increase in the teachers’ level of satisfaction in the second round of tests. The parents are more satisfied with their relationship with the teachers than the teachers themselves think (item 26) and this is more so in the second round of tests.

As I pointed out in Part One of this work, within this NVC experiment the parents received 8.50 hours of training, which not all of them attended, while the teachers received an average of 61 hours of training. Although the immediate effects of the training are different for these two groups, we can imagine that in the long term a change in the communication/listening processes of one group will bring about a change in their interaction.

From a statistical viewpoint, significant variations have emerged in 2 items for the parents and in another 2 items for the teachers.

The teachers report that, after the NVC training, the children help each other more and hit one another less.

The parents report that, after the NVC training, the children get to school on time less frequently and make more frequent use of improper language when they are angry. The “reduction in the punctuality” of the children (anyway, we must remember that 89.50% of the children *are* on time) can be read in many ways: most children are taken to school by their parents, so the data would actually reflect a reduction in the punctuality of the parents and show that the parents are uneasy about this fact. Or this could mean that the parents are showing increased concern for their children’s attendance to school. Finally, this phenomenon may reveal an increased sensitivity of the parents towards the importance of getting to school on time in order to create a more respectful, satisfactory climate within the school.

The parents also think that children make more frequent use of improper language. It is difficult for the parents to evaluate objectively this kind of behavior, especially when the teachers say the opposite. A possible explanation for these results is that the parents had high expectations of the NVC project: they probably expected the children’s language to improve rapidly, while this did not happen as quickly. Therefore, they interpreted this lack of improvement as a positive failure.

We must remember that the original length of the project was two years, while the data we collected only stretched for one school year.

Another interesting comparison involves the parents’ and the teachers’ perceptions of some aspects of the school climate.

From the first round of tests, significant differences have emerged for 9 out of 26 items (about 35%):

1. item 4 (more parents than teachers think that the children follow the school’s regulations)
2. item 6 (more parents than teachers think that the children respect the behavioral codes in the classroom)
3. item 10 (more teachers than parents think that differences in opinions can lead to verbal violence among children)
4. item 11 (more teachers than parents think that differences in opinions can lead to physical violence among children)
5. item 17 (more parents than teachers think that the school’s objective is to accomplish educational results)

6. item 18 (more teachers than parents believe that the school community is attentive to the relationships among children)
7. item 24 (more parents than teachers think that the parents communicate to the teachers about the general progress of the class)
8. item 25 (more parents than teachers think that the teachers are satisfied with the parents)
9. item 26 (more parents than teachers think that the parents are satisfied with the teachers)

These differences remain, in the second round of tests, for only 6 out of 26 items (about 23%). This reduction in the number of differences in perceptions among parents and teachers could lead us to think that the NVC training may have fostered communication and dialogue among the two groups. Moreover, the fact that many perceptions remain different may indicate that further exchange among the groups would promote further communication and mutual understanding.

2.5.2 The school's climate: children

In order to evaluate the children's perceptions of the school's climate, two indicators were used: the unpleasant situations in the classroom as reported by the children and the interpersonal conflicts as recorded by the teachers. Both indicators have produced encouraging results. The occurrence of unpleasant situations reported by the children has diminished after the NVC training, and specifically significant reductions have taken place for 5 out of 12 categories of unpleasant situations.

These data match the records kept by the teachers of the number of interpersonal conflicts taking place in the classroom. As months went by, the number of conflicts recorded decreased steadily. These data allow us to say that the school's climate, from the children's perspective, has improved a lot during the NVC experiment: the number of conflicts has decreased and the resolution processes have changed. After the first year of training, the children choose mediation as their preferred way to solve conflicts; there is a sharp decrease in the number of conflicts solved through violence or withdrawal. We can see that Nonviolent Communication, by providing the children with useful and manageable conflict resolution tools, reduces passivity and resignation and promotes presence and involvement.

2.5.3 Effects of the training

The purpose of the Nonviolent Communication training was to provide teachers and mediators with the ability to use the Giraffe Language. As I pointed out in Chapter 2.4, this purpose has been achieved. The data taken from the questionnaires have shown us that the children, at the end of the training, are able to use the Giraffe Language in all its four components. A very interesting comparison between children/mediators and teachers shows how children can achieve the same results as the adults with a shorter training. This leads us to think that learning NVC as early as possible would radically influence the way in which a child constructs his/her patterns of communication and his/her relationships. However, the teachers' support is still very needed. The results achieved by the children/mediators would not have been possible without the encouragement and support given by the teachers who helped the children practice their new communication tools.

Another result achieved with the Nonviolent Communication training is a change in the way in which children see the concept of "conflict". After the training the children associated to the word "conflict" a significantly greater number of negative words and a significantly smaller number of positive words. Children at the end of the experiment see conflict as a poor, clumsy way to deal with different opinions and perceptions of reality.

Different ways of perceiving "reality", different feelings and needs do not have to be a threat, a problem: they can become a source of dialogue, of growth and mutual understanding among people.

Attachments

Attachment 1

This is the questionnaire given out to the adults involved in the project. Some words (parent, child, etc.) were modified according to the group the person belonged to (whether parent or teacher).

Dear parent,

We would like you to kindly answer some questions in order to reveal some of your opinions about the school community in which your child is involved.

We do not want to know your name and details, since the only purpose of the questionnaire is to uncover the parents' perspective on the current situation at school.

Please tick the answer that you find more appropriate to each question, choosing among the following options:

1. Generally not

2. Seldomly

3. Often

4. Very often

5. Most of the times

Age.....

Sex M F

Respect for the school's environment

1. The children think that the school's exterior appearance is important to them

1 2 3 4 5

2. Drawings and posters hanging on the walls are not being damaged

1 2 3 4 5

Respect for the school's behavioral rules

3. The children get to school on time

1 2 3 4 5

4. The children follow the school's regulations

1 2 3 4 5

5. The children are familiar with behavioral codes in the classroom

1 2 3 4 5

6. The children comply with behavioral codes in the classroom

1 2 3 4 5

Relationships among children

7. The children hit one another

1 2 3 4 5

8. The children steal from each other at school

1 2 3 4 5

9. When the children are angry they use improper language

1 2 3 4 5

10. When a child expresses an opinion that is contrary to that of the majority of his/her classmates, this can lead to verbal violence

1 2 3 4 5

11. When a child expresses an opinion that is contrary to that of the majority of his/her classmates, this can lead to physical violence

1 2 3 4 5

12. When the children are angry they resort to swearing

1 2 3 4 5

13. The children apologize spontaneously after they have hit someone

1 2 3 4 5

14. The children apologize spontaneously after they have insulted someone

1 2 3 4 5

The ability to give empathy

15. Children help each other at school

1 2 3 4 5

16. If a child needs help, he/she can easily find it within the school community

1 2 3 4 5

Personal values

17. The school's objective is to accomplish educational results

1 2 3 4 5

18. The school community is attentive to the relationships among children

1 2 3 4 5

The child-teacher relationship

19. The children consult with the teacher when they have problems at home

1 2 3 4 5

20. If a child does not understand something, he/she is comfortable with asking for help or for an explanation

1 2 3 4 5

21. The children seek help from the adults when they need to solve a conflict

1 2 3 4 5

The parent-teacher relationship

1 2 3 4 5

22. The parents are involved in the school's activities

1 2 3 4 5

23. The parents talk to the teachers about their own child's school progress

1 2 3 4 5

24. The parents talk to the teachers about the general progress of the class

1 2 3 4 5

Is the parent-teacher relationship mutually satisfactory?

25. The teacher is satisfied with his/her relationship with the parents

1 2 3 4 5

26. The parent is satisfied with his/her relationship with the teacher

1 2 3 4 5

Attachment 2

Test on the learning of Nonviolent Communication

Marshall Rosenberg

Class: **Sex** **M** **F**

EXPRESSING ONESELF IN NONVIOLENT COMMUNICATION

A. Write what someone said or did that you found difficult to bear

B. Write what you would honestly like to say to this person

And now translate it into Nonviolent Communication:

Express your observation:

WHEN I OBSERVE (SEE, HEAR)....

Express what you feel:

I FEEL (I FELT)....

Express the needs that have caused your feelings:

BECAUSE I NEEDED....

Express what you would like to happen now (positive, do-able action):

AND NOW I WOULD LIKE YOU TO....

Class: Sex M F

RECEIVING A MESSAGE IN NONVIOLENT COMMUNICATION

A. Write something that someone said to which you would find it difficult to reply with empathy

B. Write what you would say if you were to show understanding

Now check that you have understood through Nonviolent Communication

Picture what the other person is talking about and write it down:

WHEN YOU OBSERVE (SEE, HEAR)....

Write what the other person is likely to feel:

YOU FEEL (FELT)....

Write what you think the person's needs were that caused his/her feelings:

BECAUSE YOU NEED....

Write what you think the other person may want you to do in order to contribute to his/her wellbeing (positive, do-able action)

AND NOW YOU WOULD LIKE ME TO....

Attachment 3

FORM FOR THE RECORDING OF INTERPERSONAL CONFLICTS IN THE CLASSROOM AND THEIR RESOLUTION PROCESSES

CLASS.....

SCHOOL.....

PARTIES INVOLVED IN THE CONFLICT				CONFLICT RESOLUTION PROCESS					
DATE	PEOPLE'S ROLES IN THE CONFLICT			VIOLENT		NONVIOLENT		WITH DRAW AL	
	1	2	3	4	PHYS	VERB	MED	DISC	WITH

NOTES:

PHYS = physical violence (kicks, punches, throwing things around, etc.)

VERB = verbal violence (swear words, insults, etc.)

MED = mediation (request for intervention, request for an opinion from a peer, an older child, an adult)

DISC = discussion (negotiation, search for a compromise or a solution)

WITH = withdrawal (end of communication among the parties, end of friendship)

Attachment 4

List of unpleasant classroom situations

A. Relationships among children

A.1 Respect

To push to the ground

Kicking

Nasty classmates

Rude classmates

To swear

To be blamed or made to feel guilty

To be covered with dirt

To make nasty gestures or to scream

To annoy/children who break other children's toys

To do raspberries

To trip someone over

To hurt physically: violence, choke, beat, pinch, kick

To provoke/to disturb

To interrupt

Bad manners

To be treated badly

Not to mind one's own business

Not leaving someone in peace

Not standing each other

To offend

To spread gossips about someone

To make fun of someone

Punches

To give nasty answers

To burp

To gossip

To spy

To push

To pull someone's trousers down

To pull someone's hair

To throw stones

To touch

To look at classmates fighting

A.2 Co-operation

To witness an argument

To “have horns” (= to be cheated)

To own a territory

Children who always want to be right

Classmates who are snobbish

To copy from someone else

To tell lies

To leave someone out

To be selfish

To be sent away from the game

To grass on someone

To play by someone’s rules

To quarrel

To argue about football

Argument between boys and girls

Carelessness

Not accepting others

Not to be friends anymore

Not letting someone try your games

Not lending things

To argue for the games

Taking decisions for the whole class

Broken promises

Someone doesn’t want to play

To refuse to do something

Jealousy

To miss a penalty

Gossip about someone

All against one

To see people argue

A.3 Mediation efforts

Discussion

Finding it difficult to sedate arguments

Giraffe language not working properly

Many Jackals around

Not getting on well together

Not being listened to

Not making peace

Not speaking to each other

Not using the Giraffe language

Not loving

Refusing your help

Revenge

A.4 Unpleasantness among children in general

To go home

The way a classmate looks

Angry children

Children who don't talk to anyone

To do wicked things

Hyperactive classmates

Smelly classmates

Lonely classmates

Child who cries

Classmate who gets dirty

Classmate who is feeling bad or is uncomfortable

Nasty girls

To play with the same children

Moaning or complaining or whining

Girls whining

To leave your girlfriend for another

Not being able to play a game you like

Being noisy

To lose a friend

Someone gets hurt

Blackmail

To get hurt during football/for foul play

A friend who dies

A classmate who leaves

To see someone skip their lunch

B. Respect for the rules of behavior in the classroom

Bad children

To swear

To sing during class

To chat during school activities

To run in class

To be a nuisance

To make noise or to make a mess

To be silly or funny

To be scoundrels

to play football in class

To play while the teacher explains things

Unfair behavior going unpunished

To interrupt the lesson

Not to listen

Not to behave

Not respecting the rules

Not paying attention

Not sitting properly

To pick one's nose

To go down the stairs noisily

To stand up

To stay seated

To shut up

To shout

To shout when the tea break bell rings

C. Relationship with the teacher

Kicking and spitting at the teacher

Punishment

Having homework as a punishment

To misbehave with the teacher

To give orders to the teacher

To disappoint the teacher

To be humiliated in front of everyone

To have a short tea break

The teacher is angry

The teacher is angry with another teacher

The teacher needs to repeat herself many times

The teacher does not get attention from the class

The teacher doesn't talk

The teacher says we are wrong

The teacher is unfair

The teacher scowls us

The teacher is unwell or is tired

The teacher is upset

The teacher yells at us

Argument with the teachers

Disliking the teacher

The teacher is pregnant and is absent

Not listening to the teacher

Not letting us play football

Not being able to go to lessons by myself

Getting reports

To talk while the teacher is talking

Swearing at the teacher

To make fun of the teacher

Reprimand

To answer back to the teacher

Skipping your tea break

Disliking the supply teacher

D. Care for own property

Leaving something at home

Drawing on your books

Losing something

Breaking something

E. Lack of respect for others' property

Hiding stuff

Drawing/ messing with other people's stuff

Someone kicks your bag

Someone loses other people's things

Someone takes other people's stuff without permission

To break a toy

To steal something

Something goes amiss

A classmate takes one of your toys

F. Lack of respect for the school's property

Tipping desks upside down or throwing materials around

Disorder

Mess with things belonging to the class

To damage something

To tamper with a poster

To tear things apart

To throw things

G. The school's structure and organization

Posters are in the way of our games

There is a hole in the gym

Furniture: shelves

School's timetable

Old or damaged stuff

Seriousness

H. Miscellaneous situations

Hospital

School

Not going out during the break because it's raining

Not having toys to play with during break

People wounded in Kosovo

I. Education and achievement

Difficult homework

People distracting me
Not paying attention
Not being allowed to take part in a common activity
Not being ready for your class
To make a poor impression
To do your homework
To draw
To solve problems
Having to write a text
To have exams
The teacher stops when the topic is interesting
The teacher asks questions
The tea break is too short
Having to work with someone you don't like
Repetitive tasks
Lessons are too long
Classes and activities that I don't like (musical education, geography, writing, coloring in)
Not understanding something
Not being good
Not doing things I like
Not being able to work well
Not knowing something
Numbers, mathematics
When someone gets a low mark
Arthmetical operations
To waste time
To get a bad mark
Someone doesn't work hard enough for some activity

Someone tells you your drawing is ugly

Someone makes mistakes

Someone laughs at your mistakes

Having to summarize

To fall behind with classes

To miss a class (when it's PE or music)

To miss a class (art)

To make mistakes

To write badly

To write too much

Studying

End of the morning break

Going back to class early

Too much homework or too many exercises

J. Unpleasant feelings and emotions

Falling ill

Getting angry

Being disappointed

To be stubborn, to be strong headed

To get hurt, to get stung, to fall

Jealousy

To play alone

A classmate being indifferent

Envy

To die

Not to control oneself

Fear

To lose at football

To lose your temper

To cry

Someone who supports a different team

To hurt someone's feelings

To feel useless

To feel bad

To feel lonely

To feel bad for a friend

Sad

To shout

To sulk when the teacher calls